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ABSTRACT

The paper describes and evaluates Disability Awareness Day (DAD), an activity at Indiana University designed to raise the awareness of the participants to the disabled community and strengthen the University's commitment to the disabled community. During the day four films were shown and disability simulations of the following handicapping conditions were organized: physically handicapped (wheelchair), blindness, deafness, hyperactivity, and mental retardation. It was felt that the scope of the simulation activities should be expanded during subsequent DADs and that publicity needed to be increased. Letters concerning the activities and evaluation forms from participants are included. (PHR)

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DISABILITY AWARENESS DAY (DAD)

AT

INDIANA UNIVERSITY AT SOUTH BEND

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Mary Sue Freitag
Library - Reference
Committee for the Disabled
Chairperson
July 10, 1979

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INTRODUCTION

BACKGROUND:

The DISABILITY AWARENESS DAY (DAD) at Indiana University at South Bend is an annual activity sponsored by the IUSB University Committee for the Disabled. This committee and the Awareness Day programs themselves are both the result of recommendations of the 1976 IUSB Task Force for the Handicapped. The three DAD activities at IUSB have all been designed using different means to achieve a common goal.

PURPOSE:

Each year's DAD theme is different, but the main purposes of the DISABILITY AWARENESS DAY remain the same:

1. To raise and/or increase the awareness of the IUSB students, staff and faculty toward the present disabled community here on campus.
2. To strengthen the university community's commitment to the disabled university community in the future by encouraging their participation and input in the present.
3. To alert the various local service agencies to the commitment of IUSB to higher education opportunities for the physically disabled.
4. To notify the area disabled community that Indiana University at South Bend is a higher education facility interested and eager to have them among the student population on this campus.

METHODOLOGY:

Our DISABILITY AWARENESS DAY activities are divided into three areas:

1. A central theme, designed to provide a focal point of activities.

2. Simulation activities, affording the participants a brief, very limited view of what it might be like to be disabled.
3. Information, such as films, handouts, exhibits, supporting the previous two areas.

This year, these activities were carried out during the day. However, any or all of these activities can be adapted by other higher education facilities, using any time span appropriate to that place, to achieve any or all of our purposes concerning awareness.

As more children and young adults are mainstreamed into the grade, middle and highschool educational systems, there is going to be an ever increasing physically disabled population needing and demanding their rights to higher education.

Awareness activities at the higher education level are one of the many ways in which to aid this successful assimilation of handicapped individuals into the least restrictive educational environment.

The third annual Indiana University at South Bend DISABILITY AWARENESS DAY (DAD) was held Thursday, April 12, 1979 from nine a.m. through four-thirty p.m.

CHOICE OF DAY

Thursday was chosen for the DAD for two reasons:

(1) because of the high concentration of classes which meet on the Monday-Thursday cycle, and (2) to allow the DAD Committee the benefit of time at the beginning of the week to prepare for and to advertise DAD.

CHOICE OF PLACE

It was the committee's recommendation that the DAD be held in the hallway outside of the Library's main entrance. It was hoped that even greater visibility and potentially higher usage than the last two years of DAD (held near the Student Lounge areas) could be achieved with this move. The Library entrance is also close to the main parking lot, an important consideration at a commuter campus where over one-half of the 5,000 member student body are part-time students.

VIDEO ACTIVITIES

As we had done last year, films on video cassettes were played continuously on a video cassette player in the hallway area. This year we featured a forty-minute tape from IUSB's Ruth Cassel Hoffman's WORKSHOP ON POETRY FOR THE DEAF and a

ten minute program on the Kurzweil Reading Machine, obtained from the Kurzweil Computer Products Co., 264 Third Street, Cambridge, Massachusetts 02142. We also showed the cassette with films from last year which included DELLA, from the Sister Kenney Foundation, Leo Beuerman, from the CENTRON organization and NOT WITHOUT SIGHT from the American Foundation for the Blind.

Hot popcorn was provided in this area which proved to be a very big drawing card. The Canteen Corporation, which does the IUSB food service, donated a large pot of coffee for DAD. This was on a table in the exhibitor's area and free to all.

SIMULATION ACTIVITIES

Simulation activities were expanded this year with the assistance of the members of the SCEC (Student Council for Exceptional Children). These students acted as guides for the blind walk. They had discussed this technique in some of their special education classes, and the Committee for Disabled Students had provided a peripatologist who instructed them about blind locomotion and use of the canes at one of their council meetings. The SCEC students also coordinated the wheelchair activities and handed out evaluation feedback sheets. A completed, representative sample of these feedback sheets is attached (Attachment 1).

The wheelchair and blind simulation participants were allowed to use the simulation aids for as long as they wished, and there was no restriction on where they could take them on campus. There was also available, for anyone who wished, a list of tasks that would pose some typical difficulty for wheelchair and blind simulations (Attachment 2).

In addition to the ten wheelchairs and twenty-five masks and canes in the IUSB collection, other items were supplied from the McGann Medical Supply Company and Memorial Hospital. Among these items were two children's wheelchairs, an adult walker, four canes, a tripod-footed cane, two pairs of crutches, and a canvas sling/hoist for use in moving people into a bath tub.

The committee attempted to locate sound-deadening ear phones (to stimulate hearing loss) for people to wear going about their normal academic activities, but was unable to find the ten pairs in our university collection. Next year the Community Services for the Adult Deaf will supply these if ours are not located.

The "HEARING" table was divided into two areas. The first was a demonstration about sound using two oscilloscopes borrowed from the Physics Department. With these two machines and a variety of noise makers, people were able to "see" the sound of their own environment. In the second area, the record

A GUIDE TO BETTER UNDERSTANDING OF THE HARD OF HEARING (Attachment 3) was generally used to learn about and simulate hearing loss. The record was also used to test hearing on an individual basis using the test sheets which accompany the recording.

ART FAIR

The Art Fair was to feature a blind sculptor from Fort Wayne, Indiana, ninety miles east of South Bend. He was going to work at his potter's wheel, as a visual display of an active disable person in the Art field, and also be available as a resource person for whomever might have a question for him. The week before DAD, the sculptor's plans were changed, and he was unable to participate. There was a great deal of interest in this activity. It is hoped we can carry out this exhibit at a future DAD.

EXHIBITORS

The ten exhibitors' tables included representatives from Logan Center (sheltered workshop), the Heart Foundation, The Arthritis Foundation, Community Services with Adult Deaf, Catholic Social Services, The Sundancer Corporation (a local company which sells small trampolines for use in aerobic exercise), Mental Health, the local Spinal Cord Injury Association, Indiana Rehabilitation Services (Division of Vocational Rehabilitation and

Division of Services for the Blind), the Wilderness Experience (camping for the handicapped), and the Braun Corporation (modified vans for the disabled). The Braun Corporation of Winimac, Indiana also had a hand-control operated van in the parking lot for inspection.

The exhibitors all had visuals and handouts and were available to answer questions.

PUBLICITY

Publicity for this third DAD was not as intense as it was for the first two years. A press kit was sent out early in March (Attachment 4), but follow-up was not done, primarily due to illness of committee members. The previous two years, we had had radio and television talk-show exposure which was very effective. Next year we hope to involve the talk-show hosts with simulation activities on or before air time.

The importance of print and media publicity cannot be stressed too heavily for this type of activity, where one wishes to obtain the cooperation and participation of as wide a spectrum of the university and community population as possible.

USER PARTICIPATION

There was a good, constant response from the student/staff/faculty to all of the DAD activities. Many people walked by the DAD area on their way to class or break and returned later to participate in the DAD activities.

There is no way to count the number of people who saw the films and stopped at the exhibit tables, but over one hundred people took part in the simulation activities. Twenty-four people also filled out feedback forms for the simulation activities.

In addition to the IUSB participants, the DAD was visited by sixty first-graders from a local grade school. These children had prepared in class for this activity by examining "what is it to be handicapped?" Some of their pre-DAD essays are attached. (Attachment 5)

During their visit to IUSB, there was a great deal of activity in all areas and high interest in all the DAD events, especially the simulations. All of the students took part in the blind simulation and the wheelchair simulation, as well as, using all the other aids.

Representative samples of the thank you notes which the students sent to Ruth Cassel Hoffman, who acted as liaison between IUSB and the grade school, are included with this report. (Attachment 6)

A local television crew covered this portion of the DAD, showing the children's participation. A three minute clip was shown on one of the local news programs at six p.m. and eleven p.m. that same evening.

EVALUATION AND RECOMMENDATIONS

CHOICE OF DAY/PLACE

It is important to continually evaluate the success current program in order to determine if the current planning criteria should be used in the future.

In the case of IUSB, the Fall 1979 semester will be the first time that classes are offered on a Monday-Wednesday and Tuesday-Thursday cycle. The Registrar's Office hopes that with the elimination of Friday as a class day there will be a more even split of classes using the Monday-Wednesday and Tuesday-Thursday cycle. Student preference for one of these cycles will determine future dates for DAD.

There were requests for either a two-day DAD or one that went beyond the 4:30 p.m. time. This will be considered next year.

VIDEO ACTIVITIES

A constant study/review of the literature for recommendations of new films relating to students in higher education is necessary. The DAD sub-committee on films must begin work immediately after the completion of one DAD for next year's DAD. With the new copyright restrictions, we had some problem putting films onto video cassettes for use during the DAD. If films are decided on early enough, it is hoped that the film producers will give written permission to put the films onto video tape for this activity.

The aroma and presence of popcorn in this viewing area is a simple gimmick, but has proven to be a great crowd pleaser. The video tapes played over and over and the popcorn next to the films brought many viewers to the area who stayed to view the exhibits and take part in the simulation activities. The free coffee for all is also a drawing card which we expect to retain.

SIMULATION ACTIVITIES

The scope of the simulation activities needs to be expanded. Next year we shall talk with the faculty of Education, Sociology and Psychology and attempt to interest them in integrating the simulation activity into their curriculum. Some of the ideas to be presented are projects done by the students before DAD, with results reported at a panel, or day-long projects done during DAD.

It would be interesting to attempt to measure the effect of DAD simulation activities on the people who see and/or talk to friends doing the simulation.

The simulation activities make a great impact on the doers and on the spectators and have proven to be an important event in achieving our purpose of "awareness raising", perhaps our most successful activity.

EXHIBITORS

Each year attention should be given as to the types of exhibitions to be used to support the DAD. We have had three different kinds in the three years we have held a DAD. The exhibition area for the first year featured representatives of service agencies for the disabled community. In addition, to this group, the second DAD had a "technology fair" demonstrating such items as talking calculators, sonar eyeglasses for the blind, etc. For our third DAD in addition to the service agency representatives, we invited agencies that dealt with research, information and prevention of diseases which cause physical disabilities such as the Arthritis Foundation.

It is important to evaluate the success of each exhibit both in user reaction and appropriateness to the annual theme in order to be able to determine their suitability to future exhibits.

PUBLICITY

Publicity is essential in involving the target population in this activity. It must be started early and kept up. It is important for a schedule of publicity events to be planned early and adhered to as part of a comprehensive campaign. It is also important to involve all committee members in this, to have them contribute their ideas and their time by participating in the radio/television interviews.

USER PARTICIPATION

It is important to obtain reaction from participants of the DAD, either written or on video tape, two methods which we have used in the past. In addition, it would be helpful to gather simulation participants into a group to discuss their reactions after the event.

The Committee for the Disabled at Indiana University at South Bend have all brought their various expertise to this effort and have contributed much to making the third annual DAD a success. We need to draw on a wider range of faculty/staff/students to organize and plan for an even better DAD next year.

My thanks to all the committee for their help, and to Dean Dubick of Student Services for all of his support for the Committee and its work.

Mary Sue Freitag, Chairperson
Committee for the Disabled
July 10, 1979

12 Apr 79

DISABILITY AWARENESS DAYS

October 24 and 25, 1977

Please complete this short questionnaire after your last Awareness Day activity.

We need your reactions to those activities in which you participated so that we can evaluate them and plan for future Awareness Days. Thank you!

Has this program been a worthwhile experience for you?

(Please comment) YES IT HAS. IT MAKES ^{ME} UNDERSTAND how ~~FOR~~ FORTUNATE I REALLY AM, NOT To be disabled and wheel chair CONFINED

What particular aspect made the greatest impression on you?

ALL THE DIFFERENT THINGS I TRIED WHILE IN A WHEEL CHAIR
DRINKING FOUNTAIN, RESTROOM, TELEPHONE, ELEVATORS ALL PROVED TO
be a problem.

What suggestions would you make for future Disability Awareness Days?

Please feel free to make additional comments on reverse side of this page.

Please check those activities in which you participated:

Disability simulations:

- Wheelchair ✓
- Blindness
- Deafness
- Hyperactivity
- Mental retardation

Films:

- Not without sight
- Leo Beuerman
- I Hear Your Hand/Give Me a Sign
- Della

-Technology Fair displays

-Panel (7:30pm Monday)

-Demonstration-Dr. Childress (4:00pm Tuesday)

Name and address, optional:

CHARLES M. VORE'S

413 WELLINGTON CT. APT A

MISHAWAKA, INDIANA

(if you wish to be kept informed of future activities of the Committee on Disabled Students and/or the Organization of Disabled Students)

12 Apr 79

WHEELCHAIR SIMULATION

Starting Point- Ground floor of Northside West in hallway across from room 079.

Please remain in your wheelchair until the simulation is completed.

THINGS TO TRY ON YOUR JOURNEY:

1. Enter a restroom
 - A. Can you get to the toilet? *VERY Difficult*
 - B. Can you wash your hands with soap and water? *VERY Difficult*
 - C. Can you reach the paper towels? *Should be Lowered*
 - D. Can you see yourself in the mirror? *No (Should have Special mirror)*
2. Use a drinking fountain. *DRINKING FOUNTAINS*
3. Use a pay telephone. *TELEPHONES Should be installed*
4. Enter the Auditorium and try to station yourself as you would to view a performance. *DIFFICULT*
5. Enter the Library at the basement or ground level.
6. Go outside and maneuver for awhile. What happens when you come to a curb or change in grade?

Return to the starting point by a different route.

THANK YOU !!!

SINCE THE Viet Nam War There have been MANY who RETURNED disabled TO THE point OF being wheel chair CONFINED. I FEEL IT Should be THE Responsibility OF THE U.S. government TO MAKE SURE THAT There is EASY Accessability FOR ALL wheel/Chair CONFINED PERSONS.

CARPETING VERY POOR FOR MANEUVERING wheel chair.

Getting Through

A GUIDE TO BETTER UNDERSTANDING OF THE HARD OF HEARING



The ear is truly a marvelous instrument. It can hear sounds which are but a tiny fraction of the sound generated by a dropped pin. And yet it can also cope with sounds which are a million million times louder, and infinitely more complex.

The record you are about to hear is an unusual experiment in the field of sound and hearing. It has been made possible by steady progress in a number of fields. In *otology*, the branch of medicine that deals with the ear. In *audiology*, the science of hearing. In *audiometry*, the measurement of hearing. And in *electronics*, which today permits the precise reproduction of sound.

This material has been prepared for the layman: the hard of hearing, their families and friends. We have used simple language and simple demonstrations to make our points.

We believe that anyone working with the hearing impaired will also find the material useful and informative. In the interest of simplicity of presentation, we have purposely avoided the use of technical terms.

Aram Glorig
Aram Glorig, M.D.

General Instructions

This is a compatible stereo record. It can be played on either a mono or a stereo record player or phonograph. It is hoped that you will play it on equipment of reasonably high quality and fidelity in order to get the most out of some of the subtle sound differences in the demonstration material.

The record is divided into bands and each band is separated from the next by a wide, clear groove. To replay any band, simply place the phonograph pick-up arm in the groove preceding the desired band.

It will be helpful to read the following material (except for the secret words at the end) and familiarize yourself with the diagrams and terms explained before begin-

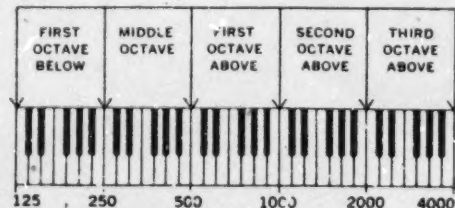


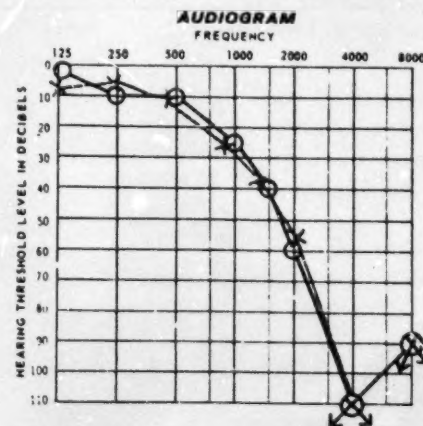
Fig. 1 Frequency as related to a piano keyboard

shows that frequency range of the human voice as compared to the frequency range of a piano keyboard. Frequency is expressed in terms of cycles per second. Engineers have adopted the term "hertz" to express this value, but to avoid confusion, we use

You will hear the following sentences, repeated under several different hearing situations:

1. I don't want to go to the movies tonight.
2. Put that cookie back in the box.
3. How do you spell your name?
4. This suit needs to go to the cleaners.
5. Where have you been all this time?

First reading: Lo pass filter, 24dB per octave—T.O. 1KHz
Second reading: Lo pass filter, 24dB per octave—T.O. 500Hz
Third reading: Lo pass filter, 24dB per octave—T.O. 250Hz



Band 4. An unfair hearing test

Ask someone in the group to pass out the forms included in the record package to the listeners at this time. The announcer will give instructions as to when to start writing the test words. To make the test interesting and to get the most out of it, please do not peek at the answers printed at the end of the next column until everyone has completed all three parts of the test.

First reading: Lo pass filter, 24dB per octave—T.O. 1KHz
Second reading: Flat frequency response reduced 15dB in intensity
Third reading: High frequency emphasis, 24dB per octave—T.O. 1.5KHz

Band 5. How a hearing aid can help

Just as a pair of glasses can turn fuzzy vision into sharp vision, so too can a hearing aid

of various types and frequency adjustments:

First reading: Lo pass filter, 24dB per octave—T.O. 1KHz
Second reading: Notch filter, 24dB per octave between 1KHz and 3.1KHz
Third reading: Lo pass filter, 24dB per octave—T.O. 500Hz
Fourth reading: Notch filter, 24dB per octave between 500Hz and 3.1KHz

Band 6. Difficult listening situations

You will hear how speech sounds when mixed with background noise such as the sounds of a busy restaurant or traffic. Again, through the use of electronic filter you will hear this material as though you had a hearing loss, and again as though you were wearing a suitable hearing aid.

First Demonstration: Sentences mixed with background noise using a Lo pass filter, 24dB per octave at 1KHz
Second Demonstration: Sentences mixed with background noise using a notch filter, 24dB per octave between 1KHz and 3.1 KHz

120	Threshold of feeling
100	Riveting machine at 30 ft.
80	Loud radio-phonograph music in a home
60	Average restaurant-normal conversation level
40	Outdoor minimum in city
20	Very quiet conversation
0	Threshold of audibility

INTENSITY LEVEL IN dB

Fig. 3 Familiar sounds and their loudness levels

Band 7. Getting through

The record explains a few simple rules for making yourself easier to understand when conversing with the hard of hearing.

Band 8. How to select a hearing aid

The first consideration in selecting a hearing aid is performance. The hearing aid fitting must be matched to a particular hearing loss. Then depending on the type of loss, there are four basic types of aids to choose from:

In-the-ear—The smallest model of all for those with mild loss, weighs less than an ounce and has no cords or tubing.

Behind-the-ear—Tiny, inconspicuous help for those with mild to moderate loss.

metry, the measurement of hearing. And in electronics, which today permits the precise reproduction of sound.

This material has been prepared for the layman: the hard of hearing, their families and friends. We have used simple language and simple demonstrations to make our points.

We believe that anyone working with the hearing impaired will also find the material useful and informative. In the interest of simplicity of presentation, we have purposely avoided the use of technical terms.

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The record is divided into bands and each band is separated from the next by a wide, clear groove. To replay any band, simply place the phonograph pick-up arm in the groove preceding the desired band.

It will be helpful to read the following material (except for the secret words at the end) and familiarize yourself with the diagrams and terms explained before beginning the record.

Band 1. Introduction

You will hear the announcer talking in a normal voice. Use his first discussion to adjust the volume to a comfortable listening level for someone with normal hearing. Set tone controls (bass and treble) about midway between low and high. Arrange listeners about six to eight feet in front of the speakers. Once the controls are adjusted, do not readjust for the remainder of the record. The demonstration material will sound softer or louder in certain places, but it has been designed to be heard this way.

Band 2. Frequency range

Simply defined, frequency is the speed at which a sound source vibrates to produce a sound at one particular pitch. Figure one

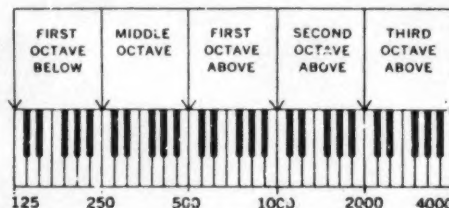
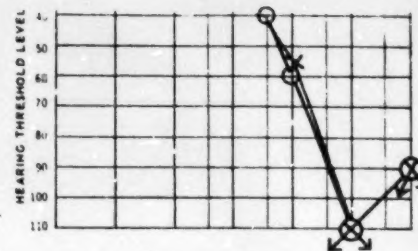


Fig. 1 Frequency as related to a piano keyboard

shows that frequency range of the human voice as compared to the frequency range of a piano keyboard. Frequency is expressed in terms of cycles per second. Engineers have adopted the term "hertz" to express this value, but to avoid confusion we use the original term "cycles per second" or simply, "cycles."

Band 3. Filtered speech

This will demonstrate how difficult it is to hear when certain speech frequencies are not heard. Figure 2 is a typical audiogram of the type used in professional hearing tests. (An audiogram is a graph showing the hearing sensitivity for air and bone conduction sounds measured at different frequencies.) The two lines represent the right and left ear. Where the lines drop on the chart, it indicates a drop in hearing sensitivity at that frequency. The speech material on the record has been electronically filtered to simulate this condition. Note that when part of the speech frequency energy is removed by filter there is a decrease in overall loudness.



Band 4. An unfair hearing test

Ask someone in the group to pass out the forms included in the record package to the listeners at this time. The announcer will give instructions as to when to start writing the test words. To make the test interesting and to get the most out of it, please do not peek at the answers printed at the end of the next column until everyone has completed all three parts of the test.

First reading: Lo pass filter, 24dB per octave—T.O. 1KHz
Second reading: Flat frequency response reduced 15dB in intensity
Third reading: High frequency emphasis, 24dB per octave—T.O. 1.5KHz

Band 5. How a hearing aid can help

Just as a pair of glasses can turn fuzzy vision into sharp vision, so too can a hearing aid turn fuzzy hearing into new clarity and renewed ability to understand speech. And just as there are many kinds of vision problems which require different types of corrective lenses, there are various types of hearing losses which require hearing aids



120	Threshold of feeling
100	Riveting machine at 30 ft.
80	Loud radio-phonograph music in a home
60	Average restaurant-normal conversation level
40	Outdoor minimum in city
20	Very quiet conversation
0	Threshold of audibility

INTENSITY LEVEL IN dB
Fig. 3 Familiar sounds and their loudness levels

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In-the-ear—The smallest model of all, those with mild loss, weighs less than an ounce and has no cords or tubing.

Behind-the-ear—Tiny, inconspicuous, help for those with mild to moderate loss. Fits comfortably behind the ear.

Eyeglass—Built right into eyeglass temple bars that can be adapted to existing frames.

"Case and Cord"—Case is concealed clothing with a cord leading to the ear. This type is usually best for severe losses, where economy is important.

SECRET WORDS ON BAND #4

Wedge 7, Fish 8, Shows 9, Bed 10, Juice 11, Fill 2, Catch 3, Thumb 4, Heap 5, Wise 6

ZENITH

The quality goes in before the name goes

For additional copies of this record send \$1.00 to cover postage and handling to:

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STEREO • 33 1/3 RPM

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INDIANA UNIVERSITY at SOUTH BEND

1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

TEL. NO. 219-282-2341

January 23, 1979

Dear Public Affair Directors,

On April 12, 1979 the University Committee for the Disabled and the Office of Services for the Handicapped will once again present Disability Awareness Day. This is the Third Annual Exposition intend to provide information and experiential opportunities to consumers and professionals who desire updated information concerning the Handicapped population.

In previous years Disability Awareness Day has attracted significant participation by exhibitors, agencies, and experts who are involved in improvement of rehabilitation services. This year's program is to be as beneficial and enlightning as last years.

We ask that you review the contents of the enclosed Press kit and provide whatever assistance possible in publicizing this event. We can also provide well informed panelists for any sort of Public Affairs program that you may schedule.

Any further questions may be directed to the office of Services for the Handicapped at 237-4479. Thank you for your cooperation.

We look forward to hearing from you.

Sincerely yours,

James A. Baumgartner

James A. Baumgartner, Coordinator
Services for the Handicapped

rmc
Enclosure

INDIANA UNIVERSITY at SOUTH BEND

1875 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

TEL. NO. 219-282-2341

For Release March 1, 1979

Contact: James A. Baumgartner, Coordinator
Services for the Handicapped
237-hh79

January 23, 1979

Indiana University at South Bend is conducting its third annual Disability Awareness Day, Thursday April 12, 1979 from 9 until 4:30 p.m. The activities and exhibits will be centered in front of the Library in Northside Hall and in the Cafeteria at the Administration Building.

This years activities will include a technology and Art Fair portraying new advancements by and for the Handicapped, simulation exercises to increase understanding of the needs of those with various disabilities, a film fair, and community agency representative, to answer your questions concerning their services.

This event is free of charge to all Michiana residents who desire information on further awareness about the disabled.

University Committee for the Disabled

Mary Sue Freitag
Chairperson
University Committee for the Disabled

Gregory Baur
Affirmative Action

Ruth Cassel-Hoffman
Continuing Education

Michael Gorsline
Special Services

Jerome T. Greiner
Assistant to the Dean

Dr. Theodore Hengesbach
Continuing Education

Randy Landsberg
Campus Engineering

James Baumgartner
Coordinator
Office of Services for the Handicapped

Steven Minnick
Financial Aids

Allen Parelius
Special Education

Mary Rathburn
Public and Environmental Affairs

William Tibbetts
Admissions

Loren Waltz
Business and Economics

William Steenbeke
Student Representative

Disability Day.

A person who can not hear or talk is deaf. Deaf people are often taught to talk with their hands. You may be handicapped from when you are born or become handicapped. Some babies have been born with something wrong with them. Some diseases will leave you.

The end

By Dana Lynn Yarger

Alternative
Primary
Madison School

April 12, 1979.

Dear Mrs. Hoffman,
Thank you for
inviting us to go to
I.U.S.B.. I had fun there.
I thought a lot about:
being in a wheelchair,
being blind, not being able
to see small words.
Well, I just wanted to
thank you for taking us.
Love,

Jenny
Hawfield

(Attachment # 6)

Dear Mrs. Hoffman,

Thank you for
inviting us to I.U.S.B.
It was a nice thing to do.
I especially liked riding the wheelchair.
It was strange to be blind.
I hope the other handicapped people work
the wheelchairs. we will.

Love,
Phillip J.
Humniky.

(Attachment # 6)